

PUBLIC SERVICE REVIEW

Fall 2021 | Volume 2 | Issue 3



Women in Public Service

Read Mia Robertson's interview with Capt. Amy Bauernschmidt, the first woman to lead a nuclear aircraft carrier in the U.S. Navy. Capt. Bauernschmidt assumed command of the USS ABRAHAM LINCOLN (CVN 72) in August 2021.

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PUBLIC SERVICE REVIEW

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LETTER FROM THE EDITOR

According to the United States Office of Personnel Management, “women comprise 43.3 percent of the Federal workforce compared with 46 percent of the total U.S. civilian workforce (2014).” Although strides have been made in recent years to bring more women to the table where decisions are made, including a record number of women in U.S. Congress, there is still much work to be done at the local, state, and federal levels and in our communities.

The Stennis Center for Public Service is a bipartisan, bicameral legislative branch agency created by Congress in 1988 to promote the highest ideals of public service in America. We created *Public Service Review* to provide a forum for young leaders to share their inspirations and experiences as they work as interns and volunteers in the public service sector and, in many cases, prepare for careers in public service. We are proud to highlight their voices and are especially proud to highlight the voices of women in public service in this special edition of the journal.

This edition introduces you to eight extraordinary young women who share their unique experiences as agents of change in government, the military, and their respective communities. Mia Robertson, a student at Mississippi State University, interviews Capt. Amy Bauernschmidt, the first woman to lead a nuclear aircraft carrier in the U.S. Navy. Katie Medford-Davis, a naval aviator, shares how women leaders in her field influenced her path to public service in the U.S. Navy. Additionally, Alexis Eberlein of Ohio University describes how she gained a deeper understanding of diplomacy through an internship at the U.S. Embassy Dublin. Finally, authors Alanna Cronk, Amitoj Kaur, Hannah Krawczyk, Preeti Chemiti, and Sarah Glaser provide inspirational testimonies and examples of how to influence change where it is needed most.

Our country needs the fortitude, intellect, integrity, and perspective embodied by the female voices featured in this edition as we foster new pathways to make government and our communities more effective and create more significant opportunities for present and future generations. We hope these women will inspire other women to increase the participation of women in public service and mobilize a new generation of women leaders.



Dr. Brian Pugh
Executive Director
Stennis Center for Public Service

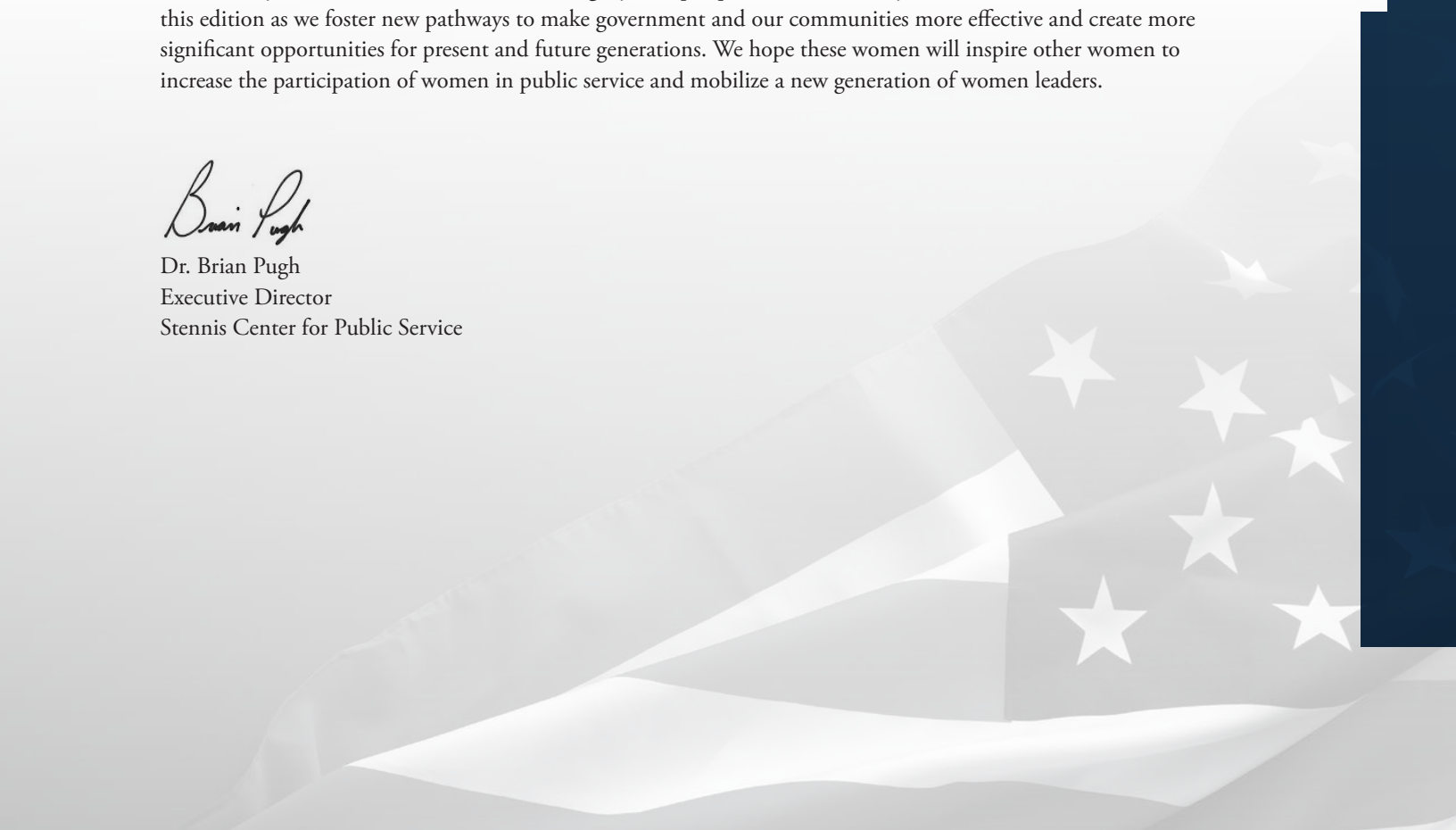


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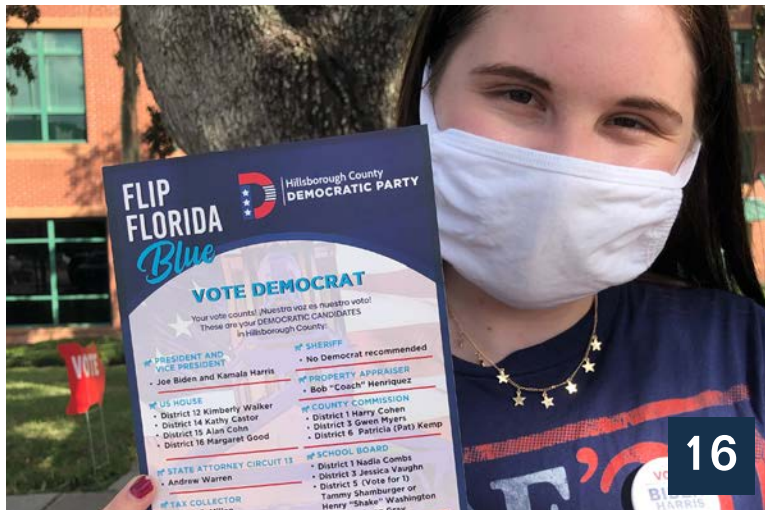
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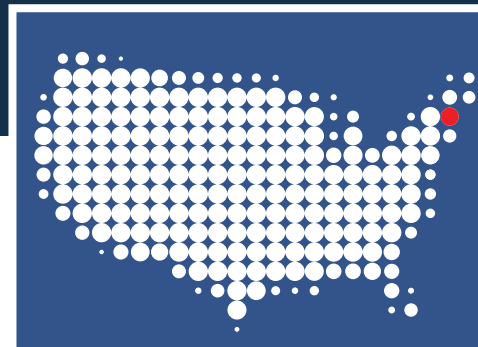




For the Women Who Came Before Me

KATIE MEDFORD-DAVIS

HARVARD KENNEDY SCHOOL,
USS NIMITZ



exercise was to teach us how to fail—or rather, how we could only avoid failure through teamwork. It did not matter where we were from or who we were; if all 42 of us could not complete a task together, the seniors would continue to run the clock. That summer, only eight were women among the 42 freshmen in my Naval Academy Company. Perhaps equally important, three of the seniors over us that summer were women. Their example became the measuring stick for our leadership potential for the next four years. We specifically debated which of the three female seniors we most wanted to emulate. Ultimately, we saw our futures in them and wanted to align our paths with theirs. Later, as seniors, four of us served in the same supervisory capacity for the incoming freshman class. Their presence on the staff normalized our place in the highly masculine environment of the Academy and set the tone for the respect of both peers and superior officers, regardless of gender.

After graduation, I was assigned to Patrol Squadron Four (VP-4) in Kaneohe Bay, Hawaii, to fly the P-3C Orion. The P-3 is now all but retired from service but was the Navy's workhorse for missions ranging from Anti-Submarine Warfare to Search and Rescue operations for over 50 years. Despite women comprising almost 20 percent of the leaders at the junior officer level, there was only one woman in middle management and no women in charge during my time in VP-4. Our sister squadron, one of two others in Hawaii, had two women serve as the commanding officer during the same time. This role was the pinnacle of an aviator's career and assumed responsibility for the entire squadron. I could count the number of women who have ever held the role in the entire P-3 community on two hands with fingers to spare. Over my three and a half years with VP-4, I advanced from a junior pilot to senior mission commander. This position afforded me the leadership of the crew and ultimate accountability for our

LCDR Katie Medford-Davis is a Native of Houston, Texas. She is a naval aviator and currently attends the Harvard Kennedy School for a Master in Public Administration.

When I began to fly for the U.S. Navy in 2012, the newest P-3Cs built to provide surface surveillance for both land and sea missions still rolled off the production line before women were allowed into the cockpit as crewmembers. My right to serve as a pilot in command in this type of aircraft was signed into law with the Combat Exclusion Policy's partial repeal when I was 3 years old. Despite the Navy's strides to integrate women into all roles, women still comprise only nine percent of naval aviators. I have benefitted from the example set by amazing women leaders in my field, a privilege those leaders were not afforded when they began the same journey in the late 90s. Their example showed me a path to public service in the Navy.

While my high school friends were enjoying their last summer before college, I was sweating in the Annapolis, Maryland, heat trying to make my bed as fast as humanly possible under the watchful eye of U.S. Naval Academy seniors. "Rack races," as we called them, were a daily exercise. The only way to make a bed 6 feet off the ground and tighten the hospital corners as required by the military was to work with your roommates as a team. The point of this

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After completing my Master of Public Administration, I will continue my service as a naval aviator, where my success is not my own but borne up by the team of those around me and those who came before me.
”



tasks on each flight. With planes 30 years or more into their lives, teamwork was required to keep them in the air and on the mission. While I enjoyed the camaraderie with my peers in the squadron, I never lost sight of how few senior women leaders I saw ahead of me and how few of my peers expressed interest in staying in the Navy.

My most recent tour of duty was as the assistant navigator (ANAV) on the USS Nimitz, one of the Navy's aircraft carriers. Throughout an 11-month deployment, my job as the ANAV was to get the ship safely from our home port in Bremerton, Washington, to wherever the nation wanted to send us. This ranged from the West Coast of the United States to the Horn of Africa and everywhere in between. As one of my bosses put it, it is the ultimate team sport to launch and recover aircraft on a moving ship. It only worked if everyone from the nuclear engineers in the reactor plant to the cook on the cafeteria line operated together. My sailors and I ensured our ship was where it was supposed to be and that it all happened safely and efficiently.

Even though my department was almost 50 percent women, we were an outlier on the ship, where the proportion of women was a mere 18 percent. Only four out of 21 departments had women in senior leadership positions. Out of the 11 active aircraft carriers, only one has a female commanding officer, and she is the first. In October 2021, the first Black woman became a senior pilot in my plane. There is still work to be done to ensure this force represents the true diversity our American community offers.

As the scope and operational impacts of my duties have grown, so has my determination to stay in the Navy. I feel that I owe it to all the women who came before me to continue the work they began by being a visible example of what women are capable of and ensuring their place

at every table where decisions are made. My Navy experience has taught me that the highest performing teams are those that harness each member's full potential. Outside of the Navy, public servants in all sectors continue to engage in these issues and grapple with similar questions like, "How do we increase diversity in an organization, and how do we most effectively use it to better the team?"

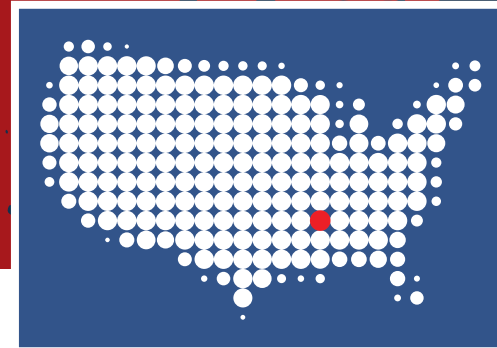
I am currently at Harvard Kennedy School as part of the Navy's Fleet Scholar Education Program (FSEP). After completing my Master of Public Administration, I will continue my service as a naval aviator, where my success is not my own but borne up by the team of those around me and those who came before me. My classmates at the Kennedy School are a diverse, international cohort dedicated to service careers in both the public and private sectors. FSEP is a chance for me to gain perspective from my classmates and hone my skills as a leader so that my service can help the Navy build the best possible team to respond to the demands of active-duty public service in the 21st century.





MIA ROBERTSON

PROGRAM ASSISTANT,
STENNIS CENTER FOR PUBLIC SERVICE



Interview with Capt. Amy Bauernschmidt, commanding officer of the USS ABRAHAM LINCOLN

Mia Robertson is a Presidential-Endowed Scholar and John C. Stennis Scholar in the Mississippi State University (MSU) Shackouls Honors College, where she majors in political science and minors in pre-law and sociology. She works as a program assistant at the Stennis Center for Public Service, where she develops resources for schools that hope to excel in speech and debate competitions on the high school level.

Read Mia's interview with Capt. Amy Bauernschmidt, the first woman to lead a nuclear aircraft carrier in the U.S. Navy. Capt. Bauernschmidt assumed command of the USS ABRAHAM LINCOLN (CVN 72) in August 2021.

Mia Robertson: I am so pleased to be with you, Capt. Bauernschmidt. Can you tell us about the primary duties of a commanding officer and how those duties differ from your previous position?

Capt. Bauernschmidt: As commanding officer, you oversee the ship, the crew, and the mission. There is no more humbling experience than commanding a ship of 5,000+ sailors to go into harm's way if required by our government. Most of my daily duties are to make sure we are ready and capable of taking care of the mission asked of us.

Mia: You graduated from the U.S. Naval Academy in the same year that women became allowed to serve aboard ships and aircraft. When you graduated, did you ever expect that you would be in your current position? Was that ever in your trajectory?

Capt. Bauernschmidt: It was not. When I graduated, I did not fully appreciate or realize what career path I would be on. It was a big enough commitment to say that I would spend ten years in naval aviation. I was not sure I would make a career out of the Navy, and we see how that turned out. So, no, this was not in my trajectory. I was probably at least ten years in the Navy before I considered this [naval aviation] pipeline and what it meant. You do not enter this pipeline until about 20 years in the Navy, so the pipeline takes you to about the 30-year mark.

Mia: You went to the Naval Academy to study ocean engineering. Did you want to be an engineer, or was military service the main goal?

Capt. Bauernschmidt: I did want to be an ocean engineer. I knew that I loved the water, and I loved math and science. So, I found this major [ocean engineering] and discovered that only seven schools in the United States had it as a major. The U.S. Naval Academy was one. So, it started as a desire to be an ocean engineer, and it quickly turned into a desire to have a service career. That was not the initial catch, but I was absolutely all in by the time I showed up at the Naval Academy. There is nothing better than to serve our sailors on board ships or in squadrons.

Mia: What drew you into military service? What do you think is unique about military public service that people should consider?

Capt. Bauernschmidt: For me, it is the people. It is the sailors. That is the easiest question you could ask. If you have ever been a part of a sports team at school or a debate team or chess team, you know that you must have synergy. That is how every organization in the Navy operates. So, to wake up every day and serve those sailors and get them what they need to succeed in their careers is the best part of my job.



The best you can do in any challenge is to get in there and start the work. It can be intimidating, and you will fear failure, but it also might be one of the best things you will ever do in your career.



CAPT. AMY BAUERNSCHMIDT

Mia: As you mentioned, I am on the debate team, and it is true that when you are around people, and you develop that synergy, nothing else compares. You also mentioned the naval aviation pipeline and said it was a difficult path. How did you get through that hardship?

Capt. Bauernschmidt: You must want to do it. All of us on the aviation nuclear pipeline understand that it is a long process; it is about a ten-year process from your selection to nuclear power school to possibly becoming a commanding officer. There is no guarantee that you will be selected to be a Commanding Officer on an aircraft carrier. I was selected and started the pipeline process in October 2014. You must take it one day at a time.

The best you can do in any challenge is to get in there and start the work. It can be intimidating, and you will fear failure, but it also might be one of the best things you will ever do in your career.

Mia: I am glad you said that. I hope everyone that listens or reads this interview considers what you said. We would be remiss not to discuss that you are the first woman to hold this position [commanding officer of an aircraft carrier]. To you, how important is the representation of women in public service and leadership positions?

Capt. Bauernschmidt: I had different perspectives on this before and after I took a tour at the U.S. Department of State. I had a job in the office of Global Women's Issues. That was the first time I sat down and read studies and considered what it meant. I read a lot of studies that looked at what happens when you have diversity, whether that is race, gender, geography, religion, etc., and inclusion when people felt like they could contribute to the team. I am fortunate that I had that experience and now view my current position differently.

Mia: Do you think representation has been important for the women you command? Have you seen them inspired by your leadership?

Capt. Bauernschmidt: Sometimes, it is hard to know. If you think back to some of your teachers in school, how many times did

you connect with them later in life and say, "This is what you meant to me?" You do it sometimes, but I know I am remiss not to go back to inspirational people in my life and tell them what it meant to me that they took the time to mentor me and get me where I am today.

There have been a couple of interactions where I can see it from both men and women. It is so incredible to serve our sailors, and it is such a humbling experience to wake up every day and know that is what I get to do. So, I hope to do that in my next job and for as long as I am in the Navy. As I mentioned, that is the best part: to serve them.

Mia: You are so right. There are such few times where people will say, "You had such a big impact on me." I also think it is the case that your story will inspire everyone you command. Even if they are not women, everyone can see glass ceilings being broken [in the Navy]. You have impacted so many people.

Last question: what would you say to women who hope to pursue public service and doubt their ability to hold a commanding position?

Capt. Bauernschmidt: What hit home for me was our first Black brigade commander at the Naval Academy. She contemplated whether she should do it and was hesitant to throw her name in the ring. It was a Black naval officer at the Naval Academy who graduated a year before me who told her, "Look, you need to do this. This is important, and I think you are perfect for it. You are imminently qualified and capable. Just do it." She did, and she has done an incredible job at the Naval Academy.

I learned that lesson back in high school. English and history were not my strong suits; while I appreciate and value them, I could not have majored in what you major in in college. One day, I came home and told my mom that my English teacher nominated me to be on the journalism staff. I did not know why, as that was not one of my strengths. My mom looked at me and said, "Honey, you should never pass up an opportunity. You do not know what you will learn or get from it." So, I joined the journalism staff. It was a great experience, and it helped me get more on board with those types of majors and skill sets that you will use no matter what career path you choose. I learned early on to always throw in your name. If it is something you are interested in or even if you are not so sure, give it a shot. The worst that happens is that you find out it is something you are not interested in or go in a different direction. At least now you know. In the best-case scenario, you find your passion or something you value, and it becomes an important part of your life.

Mia: I am so glad you put your name in the ring, and now you are a commanding officer! Sometimes it is hard for you to see through to your own qualifications, and it is a great reminder not to hesitate to throw your name in and go for it!

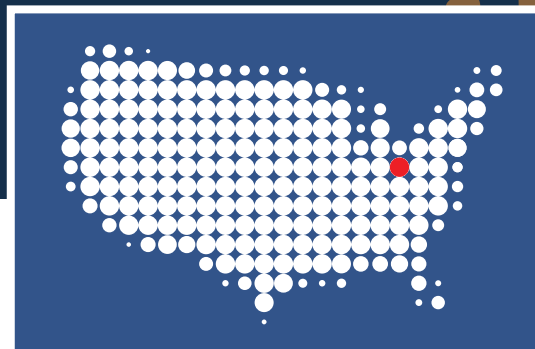
Thank you so much, Capt. Bauernschmidt. It has been an honor, and I know everyone will benefit from your words. Thank you for your service and the opportunity to speak with you.

Capt. Bauernschmidt: Thank you so much! Good luck to everyone out there!



ALEXIS EBERLEIN

OHIO UNIVERSITY



Interning for the U.S. Department of State in the Public Affairs Office of U.S. Embassy Dublin: A Reflection on the Triumphs of Foreign Service Officers During the COVID-19 Pandemic

Alexis is an undergraduate student at Ohio University. She studies political science with a focus on War & Peace Studies and hopes to pursue a career in diplomacy and international law.

After a short six weeks in Dublin, Ireland, I found myself half asleep at 2 a.m. as I watched the nightly COVID-19 White House news briefing, patiently and anxiously awaiting the latest update. For weeks, I had dreaded the announcement: the United States was issuing travel bans from Europe, and flights back to my hometown would be halted. I knew it was coming. Over the prior weeks, every day at my internship in the Public Affairs Office of U.S. Embassy Dublin felt like it may be my last, yet I

was still shocked. Flash forward 28 hours, I was on a flight home, about to take off after a hasty and stressful goodbye to a country that served as the backdrop for far more professional and personal growth than I had ever thought achievable in such a sheer amount of time.

On the plane, finally able to take a deep breath and come to terms with my departure, I knew that although my internship did not end as expected, my experience had the potential to push me forward. As my dream internship unexpectedly ended, I reflected upon the journey that led me to that moment and the lessons learned along the way. My internship experience and the pandemic that led to its abrupt end further instilled my belief that as nations become more interconnected, people of the world should embrace any opportunities to become more aware of what occurs in their own countries and globally. I initially absorbed this understanding of the need for cross-cultural communication and joint initiatives for peace in 2016 through an abroad experience. And although it may have taken a sharp and unexpected turn, my internship during the COVID-19 pandemic gave me an additional understanding of the need that American Foreign Service Officers truly fulfill.

Before my internship at the embassy, I had traveled to Ireland once with my high school, where we discussed conflict resolution and focused on Ireland's political and cultural history. This experience pushed me to become engaged and passionate about international relations and diplomacy. After, I eagerly awaited another opportunity to represent my nation overseas. I continued to be drawn to Ireland, a country that played such a key role in sparking my journey toward a civic mindset. My dream was realized when I was offered a position as a spring 2020 intern at the U.S. Embassy Dublin. I knew I was passionate and felt prepared.

In anticipation of my arrival, I spoke with students who had previously interned with the U.S. State Department and absorbed their advice. As part of the Public Affairs Office, I was eager to help prepare and execute major embassy events and programs. I

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Though my time was cut short, I am beyond grateful to have met so many diverse and driven professionals throughout my internship experience. Through them, I witnessed the immense accomplishments of the U.S. overseas, gained a deeper understanding of diplomacy, and solidified my interest in diplomacy as a career path.

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helped organize and plan the embassy's Young Leaders Council's launch. Working closely with the front office, my Public Affairs Section colleagues, and officers from across multiple embassy sections, I was able to help see this event to fruition. Over 100 young leaders from across Ireland and Northern Ireland attended the inaugural event that kicked off the year's Young Leaders Council, which has become a building block for a solid bilateral relationship between the U.S. and Ireland.

I also drafted memos and remarks for several events involving the embassy's ambassador and deputy chief of mission. Writing remarks for an International Women's Day event that introduced the 2019 U.S. Department of State's International Women of Courage Award Honoree Sr. Orla Treacy was certainly one of the highlights of my time at the embassy. Another main component of my work was assisting the media team with several tasks and projects. One of my favorite roles was compiling news articles and information to be sent as a news briefing to Washington and throughout the embassy community. This task helped me better understand the U.S.-Ireland relationship, particularly in business, as effective and frequent communication is a priority of the Public Affairs Office and the embassy. It was extremely beneficial to learn what media outreach and political communication look like firsthand. I was also able to attend several interesting and informative events throughout Dublin, including Ireland's first national security conference and an event held by the Fulbright Commission. I was also able to attend speaker events at the Department of Foreign Affairs.

As part of the U.S. Department of State, the U.S. Embassy Dublin has a mission to lead American foreign policy through diplomacy and advance the interests and safety of Americans. The Foreign Service Officers I worked alongside exhibited a passion for diplomacy and genuine care for the betterment and maintenance of a strong U.S.-Ireland relationship. At the American Chamber of Commerce Ireland's annual Transatlantic Conference, I watched as U.S. Ambassador Edward Crawford and Ireland's Ambassador to the U.S. Daniel Mulhall shared the stage for the first time since their respective appointments and discussed their goals for the U.S. and Ireland. They reflected on the deep bond the U.S. and Ireland share, forged through robust cross-cultural communication and diplomatic efforts.

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Nothing could have prepared anyone for the emergence of COVID-19. It challenged individuals, leaders, and corporations around the world to adapt for the sake of preserving lives from all corners of the planet and pushed citizens to look past their own borders. Working for an office that triumphs in adaptability, leadership, and decisiveness, I learned what it meant to be a part of the Foreign Service. Officers around me rose to the challenge and worked to create an in-depth action plan far before anyone knew the true breadth and severity of COVID-19.

In the face of a rapidly spreading virus, much of my role at the embassy was to synthesize emerging news and concerns. I kept track as major international corporations closed their Dublin offices and mandated employees to work from home. It shook my office to see Google Inc., Apple Inc., and Microsoft Corp. close their European headquarters. I witnessed the carefully thought-through preparation the embassy put in place to ensure the safety of the American Foreign Service Officers, local staff, and American citizens abroad. The embassy stripped down to an essential-services-only model, maintaining the root of its existence in assisting Americans abroad and facilitating cross-cultural communication throughout this international crisis. I felt proud to have worked

for such an adaptive and prepared entity in my final days there. I admire the perseverance and leadership of my coworkers in such tumultuous times.

The world was at war, but for once, all nations battled the same challenger. I have seen now, more than ever, individuals holding themselves accountable for being a positive influence in these trying times, no longer wiping one's hands clean of social responsibility in hopes that someone else will lead the way. As COVID-19 has impacted millions of lives since its arrival, people around the world have risen to push back harder than ever.

The quick and decisive actions the U.S. Embassy Dublin took to ensure the safety of the Foreign Service Officers and other Americans abroad in Ireland in preparation for the spread of COVID-19 were admirable. I feel very thankful to have worked in an informed and proactive workplace during such trying times, especially as an American abroad. Though my time was cut short, I am beyond grateful to have met so many diverse and driven professionals throughout my internship experience. Through them, I witnessed the immense accomplishments of the U.S. overseas, gained a deeper understanding of diplomacy, and solidified my interest in diplomacy as a career path.



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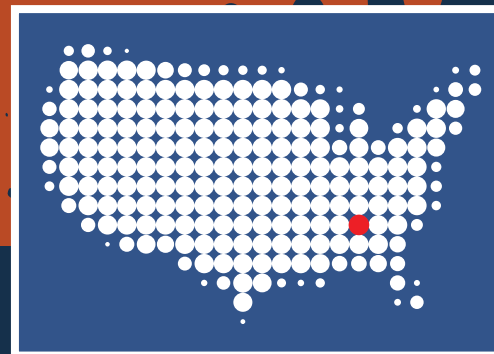


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**HANNAH
KRAWCZYK**
AUBURN UNIVERSITY



Voting at School:

Increasing University Student Political Engagement

Hannah Krawczyk is currently pursuing a Master of Public Administration at Auburn University. She researches criminal legal policy and co-led the polling place campaign.

Auburn University's (AU) campus is home to nearly 30,000 students, some of whom call Alabama home, others who attend from out-of-state or from other countries. The university is in Auburn, Alabama, which has a population of 64,000, according to the U.S. Census Bureau (2021). The county in which Auburn resides, Lee County, Alabama, has a population of 160,000. When classes are in session, the student population of AU constitutes 18 percent of the population in Lee County and 46 percent in the city of Auburn. Given this fact, students hold a significant amount of political power. To make voting easier for the AU student body, in November 2018, Dr. Beth McDaniel, an AU graduate, began an Auburn campus polling location initiative with fellow members of the Auburn University Southern Poverty Law Center (SPLC) On-Campus (myself included). Our team crafted proposals, conducted research, and built institutional support to present the most accurate information about the proposal to establish an on-campus polling location to stakeholders. I learned, in real-time, how to organize and coordinate local, county, and university stakeholders to accomplish this goal.

Although young adult voter participation was increasing across the country, our work was prompted by the unique barriers to registration and voting faced by students and the knowledge that democratic participation as young adults sets habits for later in life. Student-centric barriers to voting can include transportation, educational requirements, such as exams, class, and co-curricular activity attendance policies, work, or the time it takes to vote.

We knew a polling place on campus could assist students and relieve pressure locations, like the Clarion Inn, which serves up to 16,000 registered voters with only 120 parking spots and is located a little more than 2 miles from campus.

Our team approached the Lee County Commission, with research in hand, to advocate for the establishment of an Auburn campus location given their jurisdiction over the matter. In 2015, the commission told another Auburn student that it would be impossible to establish a polling location on campus for several reasons: registered voters must vote in their designated geographic voting ward, not enough people lived on campus to create a location, and that "a ballot is assigned where a person resides." We categorically rebutted these claims through diligent research and convinced the commission it was entirely plausible for a campus location to be established for three reasons. First, students are constitutionally granted the right to register and vote where they attend university if they so choose. Second, the voting ward and polling location would be designated for specific areas of town, as with every other location. Lastly, nearly 4,000 students reside in campus housing. Additional students reside in the multitude of apartment buildings located in a 1-mile radius (or less) from the campus core.

The Lee County Commission ultimately told us it would establish a location if AU gave it the go-ahead. We were unsuccessful in contacting Dr. Steven Leath, who served as AU's president from 2017 to 2019, and his administration for many months. Finally, in the fall of 2019, we met with the administrative team of Dr. Jay Gogue, AU's new president. We were asked to work with the Student Government Association (SGA) Senate to pass a resolution in support of a polling location on campus and request



The work to engage with our democracy, encourage students to utilize their political power to make change, and collaborate with university and outside organizing groups was fundamental to the campaign's success.



Auburn team presents to the Auburn University president and his team on the importance of establishing an on campus polling location in September 2019. From left to right: Elizabeth Devore, Jay Maye, Hannah Krawczyk, and Dr. Beth McDaniel.

approval from other governance groups like Staff Council, Administrative and Professional Assembly, and Faculty Senate.

As our circle of stakeholders expanded, we reached out to 2018-19 SGA President Mary Margaret Turton via email and met with her cabinet members in September 2019 to discuss the proposal and identify the relevant research SGA would need from us. In October 2019, we presented our research to the full SGA Senate. Senators Jacari Holt and Ada Ruth Huntley voiced their support and willingness to sponsor legislation to establish a campus polling location. We were ecstatic.

We began our work with the SGA Student Affairs (SA) Committee. When the committee asked us to conduct a survey, we got creative. Our team conducted a survey by sending it out to every single Auburn student organization and asking them to respond. Around 96 percent of the nearly 300 respondents supported the effort.

While SA Committee Chair Jacari Holt worked tirelessly to coordinate with the committee to get the resolution drafted, our team requested a report from facilities about locations on campus and summarized election code procedure to SGA senators. In late January 2020, the SA committee passed the resolution, but it then stalled in the executive committee. It was a difficult blow to our momentum, and we had to wait and regroup with the next term of SGA senators.

In May 2020, I reached out to the new SA committee chair, Stephen Sadie, with our research, timeline, and work thus far. He responded enthusiastically and immediately reached out to the relevant actors in the system. Our team prepared and tailored a comprehensive research packet for everyone to utilize during this process. We also spoke with the SGA executive team, including

the new SGA president, Ada Ruth Huntley. Even though we were adjusting to the challenges created by the COVID-19 pandemic, we received enthusiastic and overwhelming support.

On July 11, 2020, I received an email from Stephen that the resolution had passed the executive committee and would be on the floor of the August SGA meeting as a current order. On August 24, 2020, the resolution passed unanimously and went up to the Auburn executive administrative team, who began to work with the city and county commission on details and logistics. Throughout the two-year process, our team provided guidance, research, advocacy, and coordination between university and local governance groups. The location will be announced at a later date.

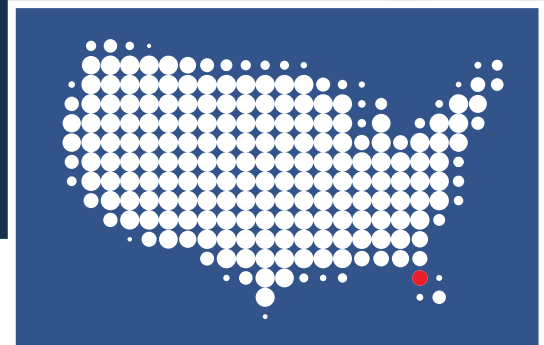
The project spanned 75 percent of my undergraduate career. I worked on it during my time off, attended stakeholder meetings between classes, and adapted when needed. The surprising support of individuals we met, who spearheaded the campaign within their own organizations to get the job done, made the accomplishment feel possible. This was a positive outcome, considering the attempts to discredit the electoral process nationally.

The Auburn student body is supportive of our new polling place. They believed in the importance of democratic involvement and the physical symbol of civic duty on Auburn's campus. It has been a long process but an important one. As students, we wield a large amount of political power, as young people have an opportunity to support our community with our votes. The work to engage with our democracy, encourage students to utilize their political power to make change, and collaborate with university and outside organizing groups was fundamental to the campaign's success.



SARAH GLASER

UNIVERSITY OF SOUTH FLORIDA



Cultivating a Community of Youth Civic Engagement in Florida

Sarah Glaser is a fourth-year student in the University of South Florida's Honors College, where she double majors in political science and public health. Sarah will attend the London School of Economics for an MSc in European and International Policy.

I believe that civic participation and uplifting democratic institutions start at home. My first experience with the democratic process came as a campaign manager for a Manatee County, Florida, candidate for county commissioner. From my perspective, the incumbent had primarily served the interests of large development firms and businesses in the county and disregarded the community's concerns around environmental degradation and a cancer cluster linked to corporate negligence. So, I aimed to run a campaign that addressed the community's needs and showcased

my candidate's dedication to addressing those needs. I worked with diverse groups within the community with varying interests and values to build support for change. Despite our hard work, the incumbent won reelection. Yet, the experience showed me that strong community participation in the democratic process can create a representative government that serves the interests of the whole society rather than a select few.

I sought to continue my involvement in the democratic process as a college student. I noticed a significant lack of enthusiasm and civic engagement in local politics among the student body. I became heavily involved in the University of South Florida's College Democrats chapter to encourage youth political involvement. I worked my way up through the organization's leadership and served as membership director, vice president, and president. Through creative event planning and campus outreach strategies, membership increased from ten to 45 active members as of November 2020. The most rewarding aspect of my involvement was the development of strong relationships with local elected officials, such as Florida State Representative Fentrice Driskell. These relationships allowed students to voice their concerns directly to elected officials and feel that they could influence public policy.

My experience with politics at the local level led me to expand my involvement to the state level during the 2020 presidential election. I founded Florida Students for Biden (FS4B) in May 2020, as the Florida Democratic Party had no formal youth outreach program to mobilize students for the upcoming presidential election. The youth vote is frequently discounted due to a lack of voter participation. My goal for FS4B was to engage as many students in the democratic process as possible. As chair, I worked directly with a campaign representative to charter chapters at 15 Florida universities and recruit student leaders to serve as campus captains. The campus captains and I relied heavily on communication about each campus's political climate and interests. We collaborated to create events and develop recruitment and marketing strategies to target the issues most important to students within their communities.

“My involvement in politics has given me a strong appreciation for the potential of the democratic process. I believe that change starts at the grassroots level, and civic engagement is key to creating a more just and representative society.”

The primary challenge that emerged was how to build enthusiasm for the campaign and drive attendance at events, given the limitations presented by the COVID-19 pandemic. Based on discussions with national campaign staff and Students for Biden leaders in other states, we created in-depth training and marketing strategies that we shared at an all-staff meeting. As a result, chapters experienced a significant increase in participation. A virtual community roundtable hosted by an FS4B campus chapter that had drawn only a handful of participants at first was repeated a month later with more than 50 attendees. FS4B hosted regular statewide virtual events featuring elected officials, party leaders, and campaign staff to build a sense of community among students throughout Florida. Ultimately, FS4B grew from less than

50 student volunteers from across the states to 1,487 students preceding the 2020 presidential election. Although we did not “flip” Florida, the 2020 youth vote in Florida increased by 44 percent compared to 2016.

After the 2020 election, I continued to organize the network of young voters brought together by FS4B. Ruth’s List Florida, an organization dedicated to supporting progressive women running for state and local office in Florida, provided the opportunity. As a Fellow with Ruth’s List Florida, I worked within the student network mobilized during the 2020 campaign to create a diverse network of young women leaders passionate about democratic politics. The network’s goal is to connect the next generation of political leadership in Florida with opportunities for growth and development in a supportive, women-led environment, including events with elected officials, networking with political professionals, campaign training, and job/internship opportunities. Through my Fellowship with Ruth’s List Florida, I hope to continue to build student involvement in our democracy for years to come, emphasizing the importance of state and local elections and leadership.

My involvement in politics has given me a strong appreciation for the potential of the democratic process. I believe that change starts at the grassroots level, and civic engagement is key to creating a more just and representative society. I constantly seek to change the perception that one person cannot make a difference in our democracy. I have seen the impact individuals can have when they become engaged in the political process through work at the local, state, and national level.



FLIP
FLORIDA
Blue



Hillsborough County
DEMOCRATIC PARTY

VOTE DEMOCRAT

Your vote counts! ¡Nuestra voz es nuestro voto!
These are your DEMOCRATIC CANDIDATES
in Hillsborough County:

PRESIDENT AND VICE PRESIDENT

- Joe Biden and Kamala Harris

US HOUSE

- District 12 Kimberly Walker
- District 14 Kathy Castor
- District 15 Alan Cohn
- District 16 Margaret Good

STATE ATTORNEY CIRCUIT 13

- Andrew Warren

TAX COLLECTOR

- Nancy C. Millan

STATE SENATE

- District 19 Darryl Rouson
- District 20 Kathy Lewis
- District 21 Anthony Eldon

STATE HOUSE

- District 57 Scott Hottenstein
- District 58 C.L. Townsend, Jr.
- District 59 Andrew Learned
- District 60 Julie Jenkins
- District 62 Susan Valdes
- District 64 Jessica Harrington

SHERIFF

- No Democrat recommended

PROPERTY APPRAISER

- Bob "Coach" Henriquez

COUNTY COMMISSION

- District 1 Harry Cohen
- District 3 Gwen Myers
- District 6 Patricia (Pat) Kemp

SCHOOL BOARD

- District 1 Nadia Combs
- District 3 Jessica Vaughn
- District 5 (Vote for 1)
Tammy Shamburger or
Henry "Shake" Washington
- District 7 Lynn Gray

TEMPLE TERRACE

- City Council Meredith Abel

JUDGES

- Hillsborough County Circuit
Court Group 7 Bill Yanger

SOIL AND WATER

- District 2 Erik S. Challenger
Michael Harvey
Douglas "Doug" Rivera
- District 4 Sonja P. Brookins

CONSTITUTIONAL AMENDMENTS

Vote "YES" on Amendments 2, 3, and 6
Vote "NO" on Amendments 1, 4, and 5

VOTE
BIDEN
HARRIS

True leadership comes from uniting the community, and developing policy solutions based on our common ground interests.

The ASU Congressman Ed Pastor Center for Politics & Public Service helps students learn the skills for effective political engagement as exemplified by the legacy of Congressman Pastor.

Now more than ever, our students need support to become the public service leaders our country deserves.

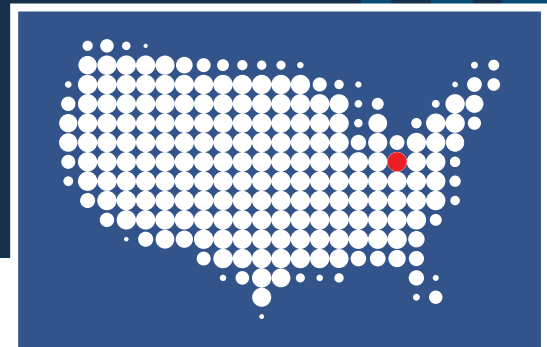
Support the Pastor Center and help sustain the impact and legacy of this visionary leader. bit.ly/3o84Ewh



publicservice.asu.edu/pastor



AMITOJ
KAUR
MIAMI UNIVERSITY



Young Warriors for Change

Amitoj Kaur is a student at Miami University, where she double majors in political science and emerging technology for business and design. She hopes to pursue a career in public service and focus on women's issues to combine her advocacy with her passion for design.

What comes to mind when you think of the word “activism?” Picket signs, protests, soapboxes? My partner in my design class and I immediately thought of a six-foot-tall mannequin.

Let me explain.

Last semester, I took a course called “Subversive Design” with a brilliant lecturer, Molly Moran, at Miami University. Subversive design is all about disruption, which I believe is the core aspect of activism. Our final project in this course was to create a public display that was subversive.

I partnered with a fellow student, Maura Goins, to find a project that reflected our concerns. We discussed the many issues our unique identities faced on a predominantly white campus; sexual assault and interpersonal violence were at the top of our list.

According to the National Sexual Violence Resource Center, one out of every six American women has been the victim of an attempted or completed rape. Collegiate women are the highest susceptible demographic of these crimes. Further, a Swedish study reported that 97 percent of women will experience sexual assault or interpersonal violence in their lifetime.

At Miami University, when a student reports that they were raped or sexually assaulted, a safety bulletin is sent out to the entire student body. Recently, we noticed an uptick in safety bulletins from the university and counted 20 safety bulletin emails in one semester. My partner and I discussed how desensitized our student body is to these emails and how harmful it is for student victims of sexual assault or interpersonal violence. We wondered how to make a subversive display to humanize student complaints and highlight the university's inaction to keep us safe. We also wanted to exhibit the safety bulletin emails we received after a reported assault or rape.

Thus, Marcella, the mannequin, was born.

We purchased a six-foot female mannequin and named her “Marcella,” which means “young warrior” – a meaningful and appropriate name for the project's scope. Then, we tattooed her entire body with student survivor testimonials of how the university failed and taped every safety bulletin we received that semester onto her. The purpose of Marcella was to create a commentary piece on how the immense numbers of sexual assaults that occur are often overlooked and under-discussed, to the point where the casualness of sexual assault has become an ingrained part of our campus community. We also created a website (<https://mauraego-ins.wixsite.com/marcella/overview>) and an Instagram (@marcellathemannequin) to explain our commentary piece and provide reflections on the project.

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It was also important to display our art in public spaces, where peers and community members could see it and hopefully inspire more education and awareness around this topic.

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Once we completed the piece, we took Marcella to the center of campus to record the public's reactions to our project. My partner and I were terrified to see the public's response to our commentary piece, and it received mixed reactions. We saw many people slow down their cars, take out their cameras, and some avoided Marcella altogether. Some students came out to support, inquire about the project, and even reflect upon its purpose. On the other end of the spectrum, teenage boys harassed and objectified Marcella.

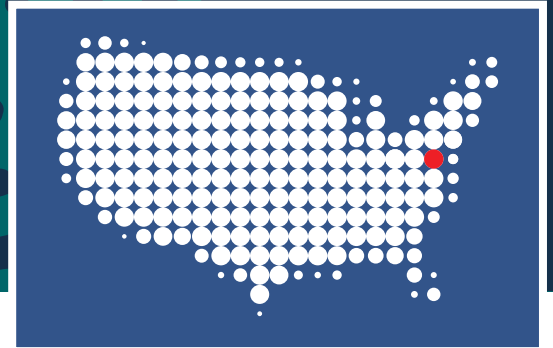
My partner, Maura, and I felt a personal connection to every testimonial, which empowered us to pursue this project – a project that seemed so radical yet so small. Ultimately, we hoped this project would allow us to take power back and bring proper attention to these issues through our art. It was also important to display our art in public spaces, where peers and community members could see it and hopefully inspire more education and awareness around this topic. Most importantly, we hoped it would provide meaningful dialogue to a timely and paramount issue.

While the project was far from perfect, it opened a new door for me that has forever changed my view on activism and the role design has within it. This project taught me that design is synonymous with activism and influenced my decision to pursue a double major in political science and emerging technology for business and design.

The concept of Marcella the mannequin was inspired by Emma Sulkowicz, a Columbia University student whose performance art project protested how the university handled her sexual assault case. Emma's project inspired both of us to take a stand and use our creativity to make a statement. We hope to continue our journey as creative artists and cultivate change that will empower other women in design to do the same, just as Emma inspired and empowered us.



**ALANNA
CRONK**
GEORGETOWN UNIVERSITY



1AC-CESSIBILITY: **Let's Make High School Speech and Debate More Accessible for Everyone**

Alanna is an undergraduate student at Georgetown University in the class of 2023, where she studies philosophy and English. Cronk is passionate about philosophy of disability and Indigeneity.

To be a child in love with learning is a beautiful thing. Yet, too often, the environments in which critical learning experiences take place are not hospitable for those with disabilities. This precludes disabled youth from experiencing the full joys and rewards of education. Personally, my most valuable learning experience came from speech and debate. Without speech, I would not have the communication skills that have helped me receive admission to my dream school, the passion for inquiry that motivated my young career in research, or the argumentation skills for articulating injustice. Sometimes, though, I wonder what my life would be like if I had been able to continue my speech and debate career after I became disabled.

Even though I had proven myself as a formidable competitor in winning the California State Championship as a sophomore in high school, when I returned my junior year, I was made to feel like I was a problem. I experienced near-constant nausea and dizziness

but was never allowed to halt a round to use the restroom. Some coaches tried to weaponize the semester I spent at another school enrolled in a home/hospital program to have me disqualified from tournaments because of an obscure rule buried deep in the state handbook. Rules banned students from entering the hub of the tournament, where all coaches and officials gather. Consequently, when I became sick at one competition, I went and collapsed on the bathroom floor on an unfamiliar university campus—an action for which I risked receiving a “nuisance” fee for not showing up to compete. There were many other instances of chafing, but slowly, it became clear that there was irreconcilable friction between what my body needed to do and what the unbending and uninclusive rules demanded. So, I quit. I never thought I would interact with the speech and debate community again.

Then, one day my sophomore year of college, I received a text. A good friend who was still plugged into the community asked if I would judge a tournament. Broke and bored, I agreed. In the three years that had passed since quitting, I had found a love for disability studies. Reentering the speech and debate space as a stronger and more educated adult, I realized that I was never the problem. I could now see that speech and debate by design had several flaws that lead to inequality for disabled participants. Things as basic as a formal system for accommodations, which can be found at every public school in the country, were noticeably absent. Weeks went by, and I could not shake the feeling that I had to do something.

The causation of ableism in speech and debate is simple. Disabled people are not included in the plans for the activities’ rules because our bodies and minds represent the boundaries of desirable learners. Whenever I hear my accommodation proposals shot down for being “unfair,” what I really hear is, “I do not want to include

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One of the most important resources 1AC-CESSIBILITY has compiled is “Our Case,” which is an ongoing list of specific practices to reform along with detailed explanations.

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disabled people in the pool of potentially successful participants.” Reforming these systems is what makes the problem more complicated because speech and debate is a decentralized activity.

The National Speech and Debate Association (NSDA) provides the most popular tournament hosting software, organizes one of the most respected national tournaments, and produces training materials for teams across the nation. However, they do not have the authority or resources to regulate and audit the policies of the thousands of tournaments that occur in a season. State organizations may govern their respective state and league tournaments, but they also do not have jurisdiction over most competitions. Invitationals and bid tournaments make up a significant portion of the competitions in a given season and are usually run independently by high school or college teams who write their own rules. Basically, there is no one person who I need to convince to change the rules, but rather hundreds of officials, coaches, and participants who each have a unique potential to nurture equality.

Through the Georgetown University Public Service Fund, I secured funding to start this mission. I was also lucky enough to have the help of Andrea Chow, who was similarly passionate about combating inequality. With Chow’s support, I created 1AC-CESSIBILITY, a community organization dedicated to making speech and debate more accessible for disabled participants.

One of the most important resources 1AC-CESSIBILITY has compiled is “Our Case,” which is an ongoing list of specific practices to reform along with detailed explanations and alternatives. “Our Case” is always evolving as we meet new people who provide their unique insights. This work lives on our website, 1ac-cessibility.com, along with copies of all the other resources we create and compile. 1AC-CESSIBILITY has also created judge training materials in a PDF guide and video with hopes that tournaments

will distribute them to the people they employ to evaluate rounds. These materials were formulated with careful consideration so that the advice could be implemented by any judge anywhere, regardless of a tournament’s existing policies.

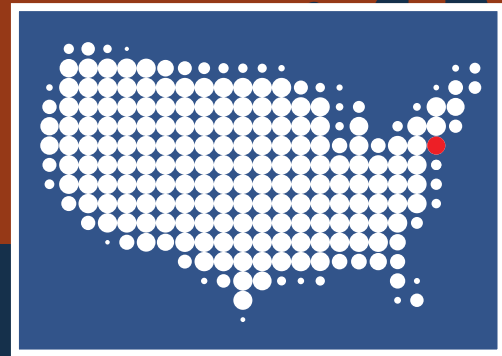
Additionally, I have compiled materials to aid in arranging informal accommodations. Many people do not understand what kinds of help they can request, which makes having a list of accommodations with precedent in educational environments a valuable and empowering tool. In tandem with this list, I have also created email templates for requesting accommodations. There is a careful mix of assertion and respect, explanation and privacy, and key terms of art that are curated in these templates, which are necessary to persuade a director to grant a request. One of our biggest goals is building a system for accommodations within the NSDA’s tournament hosting software, Tabroom. 1AC-CESSIBILITY has met with the NSDA, and it has been receptive to opening a dialogue about the issue. Infrastructure for accommodations would make it easier for tournament organizers to access the information and give participants a starting point for conversing with tournament staff.

1AC-CESSIBILITY also engages directly with the community. We have an established social media presence on Instagram @1ac-cessibility, where we post shortened versions of “Our Case” and important organizational updates. We also created a [Change.org petition](https://change.org/petition), which serves as a general symbol of the community’s support for our ideas. Additionally, we meet with any interested parties to have discussions about accessibility. I have organized dozens of meetings with other disabled speech and debate participants to talk about new discourse and with tournament directors and governing officials to discuss areas for potential change and reform.

Disabled youth deserve to have the full plentitude of educational adventures available. Educators need to encounter disability with an attitude of “how can I best create inclusion?” rather than excuses and negligence. Disabled people enrich educational environments with the unique perspectives and experiences we bring. The work of this organization will model what it is to intentionally desire inclusion and innovate what educational equality and access look like. Freedom within American education creates more chances for young people to fall in love with learning and engage with curriculum and activities that will positively shape the rest of their lives.



PREETI
CHEMITI
PRINCETON UNIVERSITY



The Meaning of Service, from Six Feet Apart

Preeti Chemiti is a junior at Princeton University, where she studies in the School of Public and International Affairs. On campus, she is a captain for Princeton Mock Trial, the founder and editor-in-chief of the *Princeton Political Review*, and a research fellow at the Center for International Security Studies.

I was 17 years old when I left the Midwest for the first time. I still distinctly recall stepping foot onto the plane, ascending into the sky, and landing in what felt like a completely different world from my hometown in North Dakota. For years, the backdrop of my childhood was dictated by dominant, monopolizing narratives. In contrast, physically leaving my community meant that I was no longer defined by the juxtaposition of being the only person of color at my school or the pressure to conform to my community's beliefs. Instead, this window into a different world further built upon my passion for civil service. I was determined to give others something I once never had: a passport to new opportunities.

Before this experience, I had long recognized how where I am from has shaped my outlook on public policy. My journey in public service began in 2018, as North Dakota faced a critical midterm election that had the potential to shape the composition of the U.S. Senate. During my time campaigning, I spoke with constituents, canvassed publicly, and gained a deeper understanding of the intricacies of government. Concurrently, I was selected to serve as the North Dakota state superintendent's cabinet member. Upon my appointment by Superintendent Kirsten Baesler, I attended monthly government hearings and researched policy implications. I thoroughly researched the benefits and consequences of policy measures presented to my state legislators to provide helpful input to promote decisions in the best interest of citizens. My academic

journey at Princeton University continued this effort, as I now navigate courses ranging from constitutional law to international grand strategy. I have been fully immersed in the myriad of topics shaping the world around us while simultaneously connecting what I am learning in the classroom to the policy sphere. I conceived the notion of community as a lifetime domain for service, which I saw as a constant, ever-present factor in my life.

However, I never could have predicted what happened just over a year later. Mere months after I started college, it was suddenly announced that the onset of the COVID-19 pandemic in the spring of 2020 would mark the end of my freshman year on campus. Chaos ensued, and the next 48 hours were a frenzy of goodbyes to friends and professors while simultaneously not knowing how permanent this farewell might be. Once again, I was back on a plane – this time, with the formative relationships and experiences I had built over the past seven months remaining on the other side of the country.

Ironically, this moment led me to other segues in the public policy sphere. The pandemic reminded me of how the problems I studied in the classroom permeated into the real world, from firsthand observations of the economic repercussions of the pandemic to the myriad of other health concerns. On a more somber note, as COVID-19 transcended the boundaries of my academic, familial, and social life, I found it impossible to overlook how drastically the pandemic impacted students' mental health. Millions of students were uprooted from their respective communities, and as a result, depression and anxiety among my peers reached historically high levels in the United States.

Over the summer of 2020, I authored a free mental health guidebook for students and teachers entitled *Mind Matters*.

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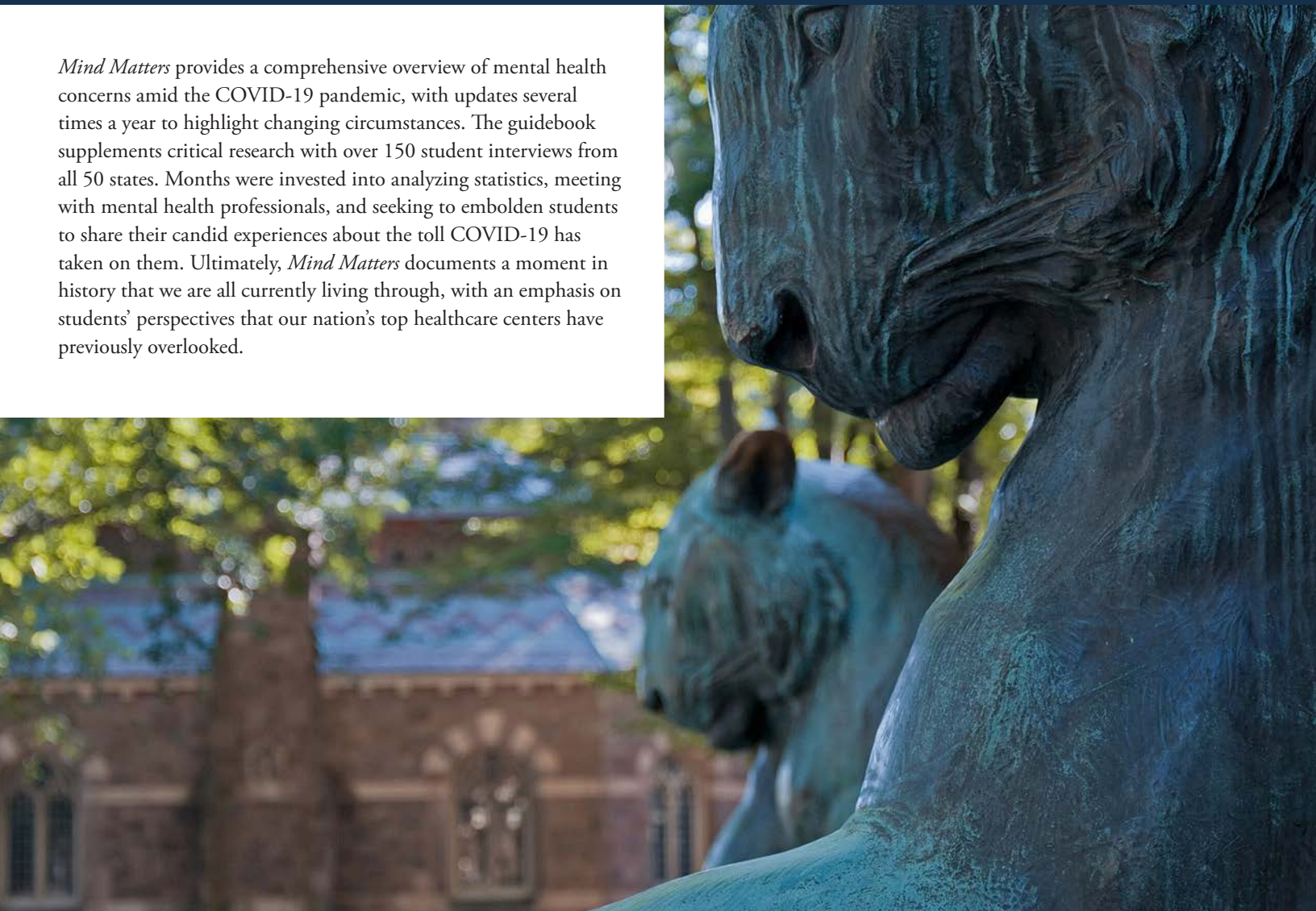
I recognize how foundational my background and experiences have shaped my commitment to public service. Through years of applying my interests to my coursework, internships, and extracurricular activities, I have gained insight into how we can work to support our communities.

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Preeti with a copy of her mental health guidebook, *Mind Matters*.

Mind Matters provides a comprehensive overview of mental health concerns amid the COVID-19 pandemic, with updates several times a year to highlight changing circumstances. The guidebook supplements critical research with over 150 student interviews from all 50 states. Months were invested into analyzing statistics, meeting with mental health professionals, and seeking to embolden students to share their candid experiences about the toll COVID-19 has taken on them. Ultimately, *Mind Matters* documents a moment in history that we are all currently living through, with an emphasis on students' perspectives that our nation's top healthcare centers have previously overlooked.





Preeti meets with U.S. Sen. Richard Blumenthal in Washington, D.C.

Mind Matters focuses heavily on student voices. It also contains research and resources specific to high school students, college students, BIPOC (Black, Indigenous, (and) People of Color) communities, and even teachers, with a specialized section on facilitating teacher-student conversations to encourage sustainable interactions. The inspiration pushing this initiative forward came from my community. In small towns such as my own, the concept of anonymity disappears when it comes to mental health, and stigmatization takes root. As such, *Mind Matters* quickly gained traction at a surprising rate. It has received over 6,000 national downloads from individuals at institutions, including Harvard, Princeton, and Columbia University.

When I returned to campus in spring 2021, I realized my mindset had changed substantially, in large part due to the pandemic. Relationships with those I cared about took on a heightened meaning, and with the lasting implications of the pandemic, coming to terms with the “new normal” has been disorienting and unfamiliar. Yet my work in mental health advocacy has persisted — one of the few constant factors of my college experience thus far. Princeton University recently adapted *Mind Matters* as a resource for all students, encouraging its student body to destigmatize mental health further as we break our hiatus from in-person learning. Hundreds of physical copies have been distributed to students throughout campus, reinforcing the message I set out to spread: *your voice matters, your mind matters.*

As I look ahead, I recognize how foundational my background and experiences have shaped my commitment to public service. Through years of applying my interests to my coursework, internships, and extracurricular activities, I have gained insight into how we can work to support our communities. From near or afar, the impact of giving back remains a poignant reminder of how public service helps shape the world. Here is to my next journey — whether I am traveling across the country or striving to make a difference from the comfort of my home.





DELTA SCHOLARS

CULTIVATING CHANGE-MAKERS IN MISSISSIPPI

The Delta Scholars Program is a two-part academic and community engagement program for talented and socially conscious college students interested in moving Mississippi and the Delta region towards a brighter, more just tomorrow. Delta Scholars are selected for their academic achievements and commitment to public service to participate in a ten-day Summer Institute in Mississippi followed by a five-day trip to Boston and Harvard University in the fall. Both experiences form a cohort of young leaders thinking critically about systemic injustices in the Mississippi Delta, with each Scholar developing a project that will produce positive social change in their communities. This is a nationally competitive program aimed at sophomores and above from Mississippi or simply committed to social issues there. Open to all majors, there will be special research opportunities for students interested in public health.

For more information, visit honors.msstate.edu or contact Dr. Christopher Snyder, Dean of the Shackouls Honors College, at 662.325.2522 or csnyder@honors.msstate.edu.

PARTNERS

The Delta Scholars Program is a collaborative effort between the Shackouls Honors College at Mississippi State University, University of Mississippi's Center for Population Studies, the Delta Directions Consortium, the Harvard School of Public Health, the Harvard Law School, and the Phillips Brooks House Center for Public Service and Engaged Scholarship at Harvard College.

SUMMER INSTITUTE

The Summer Institute is a ten-day immersion program during which each student works to identify an issue of inequality or injustice that they are interested in. Each student will develop a proposal for a project that will promote dialogue and change around that issue in their own communities or the state of Mississippi broadly.

Students spend the first portion of the program at the Shackouls Honors College at Mississippi State University where they engage with faculty and guest lecturers from a range of disciplines to learn about issues currently challenging the people and the economy of Mississippi, including food insecurity, public health, education, and more. Before concluding the summer program, students take an Innovation Tour of the Delta, where they have the chance to meet and learn from researchers, non-profit organizations, and community members who have worked to tackle difficult issues in their community through bold new approaches and community-led efforts. Students have the opportunity to present their own project proposals at the annual Delta Regional Forum in Clarksdale, MS.

HARVARD WEEK

Following the Summer Institute, the Delta Scholars reconnect in the fall for five days at Harvard University in Cambridge, MA. This trip provides an opportunity for students to share updates on their projects, receive continuing feedback, reflect on lessons learned from the program, and discuss how those lessons might be applied to solving other problems in or outside of Mississippi. The Scholars also engage with Harvard students and faculty working on Mississippi issues, including Harvard Law students in the Mississippi Delta Project. The goal of this intellectual exchange is to provide both sides with fresh perspectives, promote dialogue that can push their work forward, and foster networks of young leaders that might collaborate in the future.



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Harry S. Truman Scholarship



The Harry S. Truman Scholarship Foundation, the federal memorial to our thirty-third President, awards merit-based scholarships to college students who plan to pursue careers in government or elsewhere in public service.

Truman Scholars receive up to \$30,000 for graduate or professional school, participate in leadership development activities, and have special opportunities for internships and employment with the federal government.

For more information, visit our website at
www.truman.gov

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